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Summarized are the various educational efforts for disadvantaged students in the Los Angeles, California, school system as of 1963. The information is presented under the headings of elementary, secondary, and adult schools, and other special services, projects, and programs. (NH)

Los Angeles City Schools

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INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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LOS ANGELES CITY SCHOOLS

SPECIAL PROGRAMS AND SERVICES TO ASSIST EDUCATIONALLY DISADVANTAGED PUPILS

The primary purpose of the Los Angeles city schools is to help each learner to develop his potential capacity, that he may make the most of himself as an individual and make his best contribution to society.

In carrying out its purpose over the years, our school system has accepted an increased responsibility for helping learners overcome handicaps to learning. Classes and services for the blind, sight saving, deaf and hard of hearing, and for crippled pupils, attest to our efforts on behalf of the physically handicapped.

In recent years there has been an increasing awareness of other types of handicaps to learning--disadvantages arising from cultural differences and limited previous schooling and educational background. Where in the past the individual teacher and school have met such problems with the resources at hand, the Board of Education has approved a number of measures to augment existing services, as well as pilot projects designed to meet more effectively the needs of these educationally disadvantaged pupils.

This is a summary report of the services and special projects now available for educationally disadvantaged pupils.

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I. ELEMENTARY SCHOOLS

The traditional basis for organizing instruction for pupils aged five to twelve is the self-contained classroom. This provides the pupil with the security of one teacher who knows him well, and enables the teacher to interrelate different subject areas and to provide individual guidance within the limits of class size.

To help educationally disadvantaged pupils overcome learning handicaps, the traditional classroom instruction has been augmented with special services, materials, and lower pupil-teacher norms. While some of these programs are well established, other more recent ones are on a pilot basis to determine their value in long-range planning.

A. Remedial Reading

Skill in reading is of major importance for all learning. Learning to read can become a difficult problem for pupils of divergent cultural backgrounds or of limited educational backgrounds.

Within budgetary limits, Los Angeles has been providing special help for pupils who fail to achieve reasonable progress in reading in the regular classroom. Sixty-six reserve teacher positions have been assigned to the Division of Elementary Education for this purpose. Remedial instruction is provided in several ways. The remedial teacher works with small groups of from eight to twelve pupils to give more individualized remedial instruction for one hour each day. The reading improvement teacher takes the lowest reading group, of a given class, for the reading period on a regularly scheduled basis.

District	Number of Teachers With Remedial Reading Classes
Central	12
East	11
South	13
Valley-East	11
Valley-West	10
West	9
TOTAL	66

B. Social Adjustment Classes

There are pupils who have difficulties adjusting to the regular classroom situation for a wide variety of reasons. Forces at work in society created by the complexities of modern living and urbanization problems affect young people in varying ways. Some seem unable to cope with the regular organizational patterns of classroom instruction and often become behavior problems in the regular classroom. To meet their needs for a more individualized learning situation, special guidance classes with from twelve to fifteen pupils are provided. These classes have as their central purpose individualized academic help, as well as special guidance to assist the pupil in social adjustment.

District	Number of Teachers With Social Adjustment Classes
Central	17
East	17
South	12
Valley-East	8
Valley-West	6
West	10
TOTAL	70

C. Divided Primary Day (Grades 1 and 2)

Financial resources of the district do not allow for a reduction in class norms. Some schools have staggered the school day within their schools to provide a smaller class situation in reading instruction to assist pupils toward greater achievement.

This is an experimental program at the primary level, and has been organized successfully in 138 elementary schools. The Divided Primary Day Program divides a class into two parts: one-half of the class coming to school an hour earlier, and one-half of the class remaining an hour later. The teacher usually uses the smaller class created by this organizational pattern for reading instruction. It has provided more teacher guidance for individual pupils, and has given pupils greater success and progress in reading. All teaching is done within the regularly assigned teaching day.

District	Number of Schools With Divided Primary Day Program
Central	3
East	46
South	20
Valley-East	30
Valley-West	13
West	26
TOTAL	138

D. Supplementary Teaching Program

The goal of this program is an attempt by the school, through the use of an organized and trained staff, to help offset problems of educationally disadvantaged pupils.

A pilot program has been established providing 20 hours a week of supplementary teaching time beyond the regular school day in 28 elementary schools in educationally disadvantaged areas. The periods of additional instruction are held after the regular school day and provide additional opportunities for the educationally disadvantaged pupil to succeed in school. Teachers receive extra compensation at an hourly rate for this service. Assisting the teacher are teacher aides who perform some of the more routine tasks. Most of the teacher aides are college students who have been taking training to become teachers. They are also paid at an hourly rate.

Programs appropriate to the needs of the individual schools are developed by the principal and his staff. These programs encompass the use of the following activities:

Remedial reading instruction pointed directly at the problem of pupils with low reading ability.

Arithmetic improvement instruction attempting to lay more carefully the basic foundation of the computational skills.

Language arts instruction designed for those pupils who need generalized help in the communications skills. This includes instruction in reading, spelling, writing, and oral language.

Library utilization, including instruction in the use of the library as a tool of learning for study, research, and book circulation.

Individualized tutoring and assistance with concepts presented in homework.

Student leadership activities, including methods of self-improvement through student government and related committee work through the school.

Student club activities providing enriched experiences in special areas of interest to pupils.

District	Number of Schools With Experimental Extended Day Program
Central	9
East	8
South	7
Valley-East	2
West	2
TOTAL	28

E. Compensatory Education Program

In an effort to overcome problems faced by educationally disadvantaged pupils in developing their potential capacities, a compensatory educational program has been developed. Efforts to strengthen the educational program for these young people are concentrated in the following main areas:

Reducing class size

Providing remedial instruction

Teaching English to non-English speaking pupils

This program authorizes the assignment of 137 additional teachers for 1963-64.

District	Number of Schools With Compensatory Education Program
East	19
South	18
Central	32
Valley-East	4
West	5
TOTAL	78

F. Curriculum Materials

Provision has been made in the 1963-64 Budget for staff personnel to prepare special reading materials for educationally disadvantaged pupils, and for purchase of library reference materials that deal with the contributions of minority group cultures to our American life.

G. Field Trips

An integral part of the educational program is the use of field trips. School journeys or field trips represent a type of experience which has many values for pupils. The field trip is defined as a "going out" process in which pupils observe the working day world in operation. Field trips are used in an attempt to bridge the gap between the work of the school and the work of the outside world.

School buses provide transportation to museums, art galleries, airports, banks, industrial and manufacturing concerns, dairies, universities and colleges, the harbor and many other places.

Field trips work toward overcoming the cultural gap by bringing an awareness of the "outside world" to the young people whose parents

may not be in a position to provide this type of learning. While field trips are employed by all schools, they fill a very special need in schools serving large numbers of educationally disadvantaged pupils.

NUMBER OF TRIPS

	1959-60	1960-61	1961-62
Elementary:			
Central	1,775	1,830	1,616
East	1,665	1,799	1,562
South	1,902	2,111	2,014
Valley-East	1,663	1,658	1,495
Valley-West	1,293	1,475	1,545
West	1,520	1,515	1,421
Junior High Schools:	2,605	3,283	3,264
Senior High Schools:	6,312	8,190	10,571
Junior Colleges	681	727	1,038
TOTAL - All Schools	19,416	22,588	24,526

NUMBER OF PUPILS
INVOLVED IN SCHOOL TRIPS

	1959-60	1960-61	1961-62
Elementary:			
Central	71,120	72,210	64,013
East	67,362	71,181	63,368
South	88,424	97,892	90,184
Valley-East	64,883	66,389	63,178
Valley-West	56,113	65,565	70,012
West	66,274	65,452	60,390
Elementary Sub Total	414,176	438,689	411,145
Junior High Schools	123,155	155,895	144,477
Senior High Schools	243,609	293,267	270,089
Junior Colleges	16,854	17,857	25,314
TOTAL - All Schools	797,794	905,708	851,025

H. Youth Services Program

Augmenting the educational program for the regular school is the Youth Services Program. With the growth in population density, less and less land is available in the areas of the city suffering from the impact of the concentration of population. In these areas, very often the only place the young people have to play is on the streets or on the school grounds. The responsibility for providing supervision of organized recreational activities on the school grounds during hours after school is that of the personnel working under the Youth Services Program.

During the school year, playgrounds are open after school, and supervision of recreational activities is provided. In certain locations, supervision is provided until 10:00 o'clock in the evening.

During the summer, playgrounds are open during the day, and the program of organized activities is expanded to provide additional experiences. Instruction in crafts, extending the students' understanding of the community through field trips to: Griffith Park, Ferndale Museum, concerts at the Hollywood Bowl, and similar activities; recreational trips to the beach, the circus, Knotts Berry Farm, all at no cost to the child, provide explorations of the community intended to be enjoyable while at the same time giving the child a greater awareness of society.

SPECIAL TRIPS

	1959-60	1960-61	1961-62
Community Recreation	1,191	1,165	1,532
Youth Services	67	143	121
Miscellaneous	37	4	
TOTAL - Special Trips	1,295	1,312	1,653

NUMBER OF PUPILS
INVOLVED IN SPECIAL TRIPS

	1959-60	1960-61	1961-62
Community Recreation	65,229	64,916	86,905
Youth Services	3,263	6,866	5,859
Miscellaneous	1,052	207	
TOTAL - All Trips	69,544	71,989	92,764

II. SECONDARY SCHOOLS

A. Basic Reading

A pilot program designed to concentrate on disadvantaged pupils with the most extreme reading difficulties has been initiated for 1963-64 in six junior high schools and five senior high schools.

At a workshop during the past summer, thirty-three experienced teachers received six weeks of special training to teach classes in basic reading. Not more than fifteen pupils will be assigned to a class. This is a two semester program designed to improve fundamental reading skills as well as performance in regular academic classes. Success will be measured in terms of improvement in achievement, work habits, cooperation, and general social adjustment.

A reading coordinator is assigned to each school to be in charge of the program, and a reading consultant in the Office of Special Programs of Education will supervise the program in all of the pilot schools.

The program is supported by a substantial amount of special curriculum materials allocated to each school.

The following schools will participate:

Junior High Schools	Senior High Schools
Adams	Fremont
Belvedere	Jefferson
Carver	Jordan
Edison	Lincoln
Harte	Manual Arts
Hollenbeck	
Markham	
Muir	
Virgil	

B. Evening Counseling

A pilot program will be initiated in eight junior high schools and seven senior high schools in September, 1963, to provide counseling services after 6:00 p.m. The purpose is to increase the opportunity for improved communication with parents, and to heighten understanding of individual educational problems and knowledge of resources available to meet such problems. It is expected that potential dropouts, actual dropouts, pupils new to urban life, and academically gifted and specially talented pupils can be given greater individual attention through this program.

The following schools will participate:

Junior High Schools	Senior High Schools
Belvedere	Belmont
Carver	Dorsey
Edison	Fremont
Harte	Garfield
Hollenbeck	Jordan
Markham	Lincoln
Muir	Manual Arts
Virgil	

C. Supplemental Library Services

Homes in areas of high population concentration are not always able to provide conditions conducive to effective study, often resulting in lowered pupil achievement. To help meet this condition, a pilot program is being initiated in eight junior high schools and seven senior high schools to keep libraries open beyond the regular school day.

Pupils will be provided with resources to carry out class assignments and research with guidance from trained personnel in improving study habits and independent reading.

The following schools will participate:

Junior High Schools	Senior High Schools
Belvedere	Belmont
Carver	Dorsey
Edison	Fremont
Harte	Jefferson
Hollenbeck	Jordan
Markham	Lincoln
Muir	Manual Arts
Virgil	

D. School-Community Liaison Project

One of the major factors adversely affecting pupil achievement in educationally disadvantaged areas is the high transiency rate. An experimental approach to reducing this problem is being initiated in September, 1963, in four senior high schools. It calls for the assignment in each school of a staff member to serve part-time in school-community liaison activities, to work with new pupils, their families, and local community agencies. It is expected that this project will result in improved pupil achievement, and mobilization of school and community resources to strengthen the school's holding power.

The following schools will participate:

Senior High Schools

Dorsey
Fremont
Garfield
Manual Arts

E. English for Foreign Speaking

Los Angeles, because of its location as a port of entry, and because of its facilities for commerce, foreign trade, and employment and educational opportunities, carries a heavy load of pupils who cannot communicate sufficiently in English to participate in regular classes.

To meet this need, 21 secondary schools provide special classes for non-English speaking pupils in three categories: beginning, intermediate, and advanced.

In general, such a pupil entering as a beginner will need seven semesters to complete requirements for a diploma. Classes are limited to 20 pupils per teacher.

This program was provided during 1962-63 for approximately 1,800 pupils at the following schools:

Junior High Schools	Senior High Schools
Burbank	Belmont
Dana	Francis Polytechnic
Foshay	Garfield
Griffith	Lincoln
Hollenbeck	Los Angeles
King	Roosevelt
Marina del Rey	San Pedro
Mount Vernon	University
Peary	
San Fernando	
Stevenson	
Van Nuys	
Virgil	

F. Strengthening Vocational Guidance

Virtually all reports on the needs of educationally disadvantaged youth in large urban areas stress the importance of the availability of qualified occupational and vocational counselors. Vocational counseling is a highly specialized skill that must be built, and constantly updated, on top of the skills required of the general school counselor.

An in-service training program to strengthen the special vocational counseling skills of experienced school counselors is being cooperatively developed by representatives of the Los Angeles city schools, the office of the Los Angeles County Superintendent of Schools, the State Department of Employment, and the University of Southern California, under sponsorship of the Youth Studies Center at the university. Funds are being provided from a training grant under the Juvenile Delinquency and Youth Offense Control Act, which has the approval of President Kennedy's Committee on Equal Employment Opportunities.

Priority will be given to placement of these specially trained counselors in senior high schools in educationally disadvantaged areas.

G. The "Workreation" Project

"Workreation" is a work-study-recreation project for school dropouts conducted cooperatively by the Los Angeles City Department of Recreation and Parks and the Los Angeles city schools.

Youth in this project receive compensation for work performed under the direction of the Los Angeles City Department of Recreation and Parks. They are covered by the usual benefits of Los Angeles civil service employees and are paid at the rate of $1.00 per hour or $4.00 per day. They are provided transportation by the city to and from Elysian Park where this activity is currently being held. They are enrolled as pupils of Metropolitan High School, taking four classes. Classroom work is assigned on the basis of pupil need as determined by the instructor for this project. Heavy emphasis is being given in the area of reading, with subject matter in the areas of United States history and government and other subjects leading to responsible citizenship.

This project is an experiment in a new approach to offer educational work experience, and classroom instruction and supervised recreation by school personnel in the work location. Current budgetary readjustments within the Los Angeles City Department of Recreation and Parks may force temporary closing of this project during the 1963-64 school year.

H. Cooperative Efforts With the Bureau of Public Assistance

One indication of increased awareness on the part of the schools and other community agencies of the need to work cooperatively in meeting urban problems of youth is the joint effort on behalf of school drop-outs, under development by the school system and the Bureau of Public Assistance. A team approach is being undertaken to accomplish the following objectives:

Identification of potential dropouts still in school.

Work through the home to encourage family concern over the pupil's efforts in school.

Pooling of information as a basis for more effective individual counseling.

III. ADULT SCHOOLS

Adult education has played a meaningful role in meeting the problems of this urban area's educationally disadvantaged for the past 75 years. Historically, it started as a program of compensatory education to help teach English, English for Foreign Speaking, and Citizenship, in an effort to adjust the adult to the urban environment.

Many thousands of adults come constantly to adult schools for help in educational, social, economic, and family problems and literally ask the schools to act as an intermediary between them and the complex American society to which they belong and do not understand. Typical programs include:

A. Elementary and High School Education

Many adult schools in the central area have placed emphasis upon compensatory educational activities. Large enrollments in elementary diploma and high school diploma programs are conducted at Manual Arts, Jefferson, Jordan, and Fremont. As a result, 391 adults earned and were presented with an eighth grade diploma in 1962-63. Sixty-two classes in elementary subjects served an average of 1,566 students. A total of 2,132 students earned high school diplomas last year.

B. Citizenship and English for Foreign Speaking

Citizenship and English for Foreign Speaking programs provide opportunities for the immigrant adult to learn the new language and become a worthwhile citizen in his adopted country.

Last year, adult schools provided 222 classes where non-English speaking adults become proficient in communicating in English. These classes

frequently included students with as many as 16 language backgrounds. This in itself is a significant contribution in preparing ethnic groups to live in Los Angeles.

In addition, 34 Citizenship classes were provided with an average attendance of 966 students per hour for adults who wish to be prepared for naturalization.

C. Special Community Education Programs

One of the important attributes of the adult education program is its ability to provide classes tailored to meet the specialized needs of the specific community which it serves.

For example, such a project was the program offered at Jefferson Adult School for mothers on the "aid to needy children" program. A large number of women were given a specific type of training. Efforts were then made to secure employment for them. As a result, these women became employed, were able to provide for their families, and were no longer a social and economic burden to the community.

Other programs of this type included:

Leadership training series at Jefferson and Garfield Adult Schools for residents to develop skills in solving problems in their own communities.

Large numbers of parent education classes in culturally disadvantaged areas.

Home management counselors trained at Jordan Adult School.

A comprehensive program of lectures and forums dealing with educational problems of the urban area resident, in an effort to help him become a better parent, citizen, and contributing member of the community.

Fremont Adult School accepted the challenge to help educationally disadvantaged youths, and has made a concentrated effort to provide basic and remedial education for them. As a result, today 30 per cent of Fremont Adult School's student body is under 21 years of age. Under-educated youth have been reached and are being served. National recognition has been given to this program by the awarding of five Freedom Foundation Awards.

IV. OTHER SPECIAL SERVICES, PROJECTS, AND PROGRAMS

A. "Promising Practices"

At the request of the Superintendent, in September, 1962, all schools and colleges were asked to report practices they had found to be successful in meeting the needs of educationally disadvantaged pupils. The results demonstrated so strongly the extent of creativity that exists within school staffs throughout the system that a decision was reached to publish the material and to make it available as a basis for local planning in support of the theme for the school year 1963-64: "Strengthening Educational Opportunities for All Our Pupils in All Our Schools."

The new publication, "Promising Practices for Expanding Educational Opportunities," was presented by the Superintendent to the Board of Education on July 31, 1963. It will be distributed in all schools in September, 1963.

B. Cultural Programs and Field Trips

Among the resources of the school system of particular benefit to educationally disadvantaged pupils are cultural programs and field trips, both of which are an integral part of the curriculum, and are highly adaptable to the needs of pupils in a particular school.

The cultural program in each school includes departmental programs, festivals, art, industrial and scientific exhibits, inspirational speakers, and pupil participation in community activities in art, music, and dance.

As in the elementary school program, school journeys or field trips represent a type of experience which has many values for pupils. School buses provide transportation to museums, art galleries, airports, banks, industrial and manufacturing concerns, universities and colleges, the harbor, and many other places. During a school year, nearly 14,000 trips are taken. Schools serving large concentrations of educationally disadvantaged pupils can, and do, tailor field trips to their particular educational needs.

C. Youth Opportunities Board

In areas of educational disadvantage, the best efforts of one agency alone are not enough in meeting problems of youth unemployment and delinquency. There must be machinery for cooperative planning and action.

One manifestation of the Los Angeles city schools' commitment to cooperation with other community agencies in attempting to meet youth problems in a large urban area has been its participation in the creation and development of the Youth Opportunities Board of Greater Los Angeles.

The Youth Opportunities Board was established in April, 1962, upon ratification of a joint powers agreement under the State Administrative Code, by the Los Angeles Board of Education, the Los Angeles County Superintendent of Schools, the Los Angeles City government, the Los Angeles County government, and the California State Department of Employment.

It is the purpose of the Youth Opportunities Board to initiate research, planning, and action programs dealing with the broad spectrum of youth problems including employment, dropouts, and delinquency prevention.

The Board is currently operating on a planning grant made possible by the Juvenile Delinquency and Youth Offenses Control Act of 1961, administered by President Kennedy's Committee on Juvenile Delinquency and Youth Crime. It anticipates approval of a major "demonstration" grant from the same source.

To coordinate youth programs within our school system, and to provide liaison with the planning phase of the work of the Youth Opportunities Board, a new position of Coordinator of Youth Opportunities was established by the Board of Education in July, 1962. In addition, the Board of Education has appointed a staff member as its official representative on the Youth Opportunities Board.

Much of the planning during the past year for the new pilot projects to aid educationally disadvantaged pupils has been conducted in the Office of the Coordinator of Youth Opportunities, with the active assistance of many staff members in the schools and in central offices.

D. <u>The East Los Angeles Area "Youth Employability" Project</u>

This project is aimed directly at assisting in an area with high youth unemployment and school dropout rates. It provides an inter-agency approach to the creation and maintenance of a training center, employing highly qualified personnel who will offer vocational testing and counseling, psychological services, and classroom related and on-the-job instruction in occupations in which there are shortages of skilled workers. Remedial classes in basic communications skills, and in general orientation to employment will also be included. The project will benefit from the assistance of a community advisory committee.

The Youth Opportunities Board of Greater Los Angeles was successful in negotiating a grant of $486,000 to conduct this project under the Office of Manpower, Automation and Training program administered by the United States Department of Labor. It will begin in September, 1963.

E. Los Angeles City Schools Participation in the Manpower Development and Training Program

High unemployment rates in disadvantaged areas are not limited to youth alone. The Manpower Development and Training Act was passed by the Congress in 1962, and was aimed primarily at providing retraining for adults above the age of 19 and heads of families who may have lost their jobs as a result of automation or of lack of training in a labor-short occupation.

This program calls for a high degree of cooperation between state departments of employment and schools. The department of employment identifies specific occupations needing additional workers, and requests the schools to set up special training programs pointed toward filling these labor market needs. Once a program is authorized and instituted, trainees are screened for enrollment. In some cases, trainees are given subsistence allowances if they are unable to support themselves and their families during the training period.

The following programs are now in operation in the Los Angeles city schools:

Stationary Engineer (Harbor College)

Class is to train students in operation, maintenance, and repair of equipment used to supply power, comfort, and utilities to the public, industry, and government by means of refrigeration, heating, ventilation, air conditioning, and steam generating and distribution systems.

Nurse's Aide (Reseda Adult)

This class is designed to train students in performing routine and less-skilled tasks, such as making beds, bathing patients, attending to patients' personal comforts, pack food trays and provide drinking water.

Licensed Vocational Nurse (East Los Angeles Junior College)

The class is designed to develop skills in nursing in the required areas as approved by the State Board of Vocational Nursing, such as human relations; understanding of disease and its treatment, anatomy and physiology; administration of medicines; care of medical and surgical patients; obstetrical nursing and care of newborn infants.

Instrument Assembler (Reseda Adult School)

Students are trained to assemble sub-miniature and precision parts into a precision micro miniature instruments using soldering iron, binocular microscopes, precision ovens, precision scales, precision electronic test equipment, microscopic cleaning techniques, epoxy cementing techniques and hand tools such as tweezers, jeweler's screwdriver, miniature long nose pliers.

Electronic Technician (Pierce College)

Class is designed to train students in the areas of set-ups, assembly, alignment, testing, trouble shooting, repairing, adjusting, modifying, calibrating, and/or installing electronic and mechnical components, modules, assemblies and/or instruments in a wide variety of applications.

Clerk-Typist (Valley College and Metropolitan College)

Course is designed to teach typing and operation of other office machines by classroom method. Students should attain a typing proficiency of 50 wpm.

Stenographer (Valley College)

Course is designed to prepare trainees to successfully perform general clerical and stenographic tasks that are customarily a part of the operation of a business office.

Vending Machine Repair (Los Angeles Trade Technical College)

The course is designed to train students to diagnose malfunctions and be able to disassemble, inspect, repair, reassemble, and make adjustments to all makes and models of vending machines; to estimate costs for repair work.

Machine Operator, General (Manual Arts Adult)

This class is designed to train students to set up and operate machine tools such as grinders, milling machines, turret and engine lathes and presses to shape, cut, and form metal parts and stack to specifications; to work from blueprints and drawings on reproduction jobs, checking for accuracy with measuring instruments and utilizing shop mathematics.

F. Los Angeles City Schools' Participation in President Kennedy's Nationwide "Back-to-School" Program to Prevent School Dropouts

Positive support to our school system's efforts to reduce dropout figures came in the Summer of 1963, when President Kennedy invited educators from the entire country to the White House to offer the full assistance of federal agencies and offices in a massive "back-to school" campaign. Superintendent Crowther was one of several superintendents from very large urban school systems who were called on by Commissioner of Education Francis Keppel, to suggest specific projects in the schools. Subsequently, the Los Angeles Board of Education approved the Superintendent's recommendations that two pilot projects be immediately initiated in high schools with high dropout rates. These projects provide for the use of trained school counselors who will serve as case workers in the field, to work continuously with dropouts and potential dropouts for a period of one year, maintaining contact with home, with schools, and with community agencies, to help the individual develop and follow through on a plan for training and gainful employment.

Funds in support of these projects have been made available from Title V of the National Defense Education Act and from President Kennedy's Emergency Fund.

The first of these pilot projects has already been started, at Jordan High School, and will offer assistance to 100 young people.

G. The "Four O'Clock" Project Under the Manpower Development and Training Program

The concentration of ethnic minority populations in certain areas of the school district increases problems of employment for youth living in these areas, particularly, those who may not be bound for college.

The Los Angeles city schools embarked on an experimental venture with the California State Department of Employment in January, 1963, under provisions of the Manpower Development and Training Act of 1962, aimed at providing non-college bound high school graduates from minority groups with intensified training toward specific job placement in industry. Candidates are screened for aptitude by the schools and by the Department of Employment. Instruction is conducted in regular school facilities at the conclusion of the regular school day. Trainees meet for five hours daily. Instructors are specialists; instructional areas are machine shop, electronics assembly, and clerk-typist. This project enjoys an outstanding record for successful job placement of trainees.

At present, classes are conducted at Fremont and Manual Arts Adult Schools.

H. Tutorial Program

Educationally disadvantaged youth frequently do not reach their potential levels of achievement when they might do so through greater individual assistance and encouragement.

In the Summer of 1963, with encouragement from the Mid-City Principals' group, the Los Angeles City Schools conducted a pilot project in

cooperation with Alpha Phi Alpha Fraternity to provide tutorial assistance by capable and qualified college and university students to selected high school students. Tutorial services were offered from 1:00 to 5:00 p.m. at Manual Arts High School during the six weeks summer session. Approximately 150 students were assisted.

This summer pilot project was so well received that plans have been completed to continue it during the coming school year at the Nickerson Gardens Housing Project.

I. The Mid-City Principals' Organization

Organized in 1959 and operating in an informal but effective manner, this group is composed of the principals of 18 junior and senior high schools located in the central and south central part of the city, and serving relatively large numbers of minority group families. These administrators take the position that the function of the comprehensive high school is to provide education for all who can profit from instruction. They concentrate on turning the varied cultural and social backgrounds of pupils into opportunities for enrichment and greater understanding among the many groups that make up the student bodies of the mid-city schools.

The Mid-Cities group maintain study committees on such subjects as the able student, the dropout, teacher training, guidance, pupil motivation, school-community relations, and scholarships.

This organization has been particularly effective in focusing attention on needs for augmented and auxiliary services and resources, for budget support for experimental projects, and for specialized curriculum planning.

J. The Office of Urban Affairs

A significant step was taken by the Los Angeles Board of Education in June, 1963, when it made provision in the 1963-64 Budget for establishment of an Office of Urban Affairs directly attached to the Office of the Superintendent.

A major purpose in creating the proposed new office is to strengthen and coordinate efforts within the school system to improve opportunities for educationally disadvantaged pupils, and at the same time to augment the school system's means for coordinating its own program with those of other community agencies with similar objectives.

One of the responsibilities of the Office of Urban Affairs will be to help implement recommendations of the Board of Education's Ad Hoc Committee on Equal Educational Opportunities which were adopted by the Board on May 20, 1963. Among these was the recommendation that intensified programs of compensatory education be expanded.

The Office of Urban Affairs will be activated in the Fall of 1963.